



QUEENSMEAD PRIMARY ACADEMY

Policy for Pupil Premium 2026-2027

Academy Aims:

We want our school to be a place where we are safe: to learn, have fun and work hard. A place where we are kind and mindful of everyone and have positive attitudes for our bright futures.

Together Everyone Achieving More – TEAM.

The targeted and strategic use of our Pupil Premium funding will support us in achieving our aims.

Pupil Premium Policy 2026-2027

This policy reflects the aims and values of our Academy demonstrating the desire, commitment and aspirations of our school community to address and overcome any barriers to learning which hinder pupil progress and attainment.

Eligibility and funding

Pupil premium funding is allocated based on the number of pupils in school from the following groups:

- children who claim free school meals or who have claimed free school meals in the last 6 years
- looked-after and previously looked-after children
- service premium - eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support

Pupil Premium allocation is not based on ability; we provide a range of bespoke learning, co curriculum and pastoral opportunities to ensure that all pupils in receipt of the funding benefit from provision tailored to their needs, irrespective of their academic attainment.

Aims

To provide all pupils with fair and equal opportunities in order to achieve and excel in all areas of the curriculum, using and applying the most effective pedagogy, (see Teaching & Learning Policy), supported by the additional, delegated funding.

To work in partnership with families and pupils eligible for Pupil Premium to plan, monitor and evaluate support and provisions in order to secure individual progress and achievement.

To work with external partners and organisations to enhance support pupils social, emotional, health and wellbeing, particularly where barriers to learning exist.

Provision Systems, procedures and practice

Under the strategic leadership of the Principal, responsibility for the Pupil Premium policy is led by the Deputy Principal, Sian Bentley.

The percentage of pupils at Queensmead eligible for Pupil Premium funding is significantly above the national average. We prioritise the early identification of pupils' academic, social and emotional needs ensuring appropriate support is implemented, which is regularly reviewed and evaluated for impact.

Identification of Pupils

We ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of which pupils are eligible for Pupil Premium or otherwise vulnerable
- All eligible pupils benefit from funding, not just those who are underperforming
- Underachievement at all levels is targeted, including for pupils who may be achieving but not yet fulfilling their potential
- Individual pupil needs are carefully considered to ensure the correct, most effective support is provided

In line with the EEF Guide, Queensmead Primary Academy adopts a tiered approach to Pupil Premium spending. They are as follows:

Quality First Teaching

In line with the EEF (Education Endowment Fund) Guide, the Academy recognises that high-quality teaching is the most important factor in improving outcomes. Ensuring every class is led by an effective teacher who is supported to continually develop their practice is our top priority.

Through the Teaching and Learning Policy, we ensure:

- High expectations are set for all
- Learning is adapted to support all needs
- Consistency of implementation of the non-negotiables, e.g. marking and guided reading
- Good practice is shared within the school and external expertise is utilised effectively
- High quality CPD is provided
- Assessment is accurate through joint levelling and moderation

Targeted Academic Support

Evidence consistently shows that targeted support can significantly improve pupil outcomes, particularly for those who are not making expected progress.

We ensure that the provisions we provide are consistently effective by:

- Analysing the individual needs of each child and identifying any barriers to learning
- Ensuring all staff have the CPD they need to deliver provisions effectively
- Using SLT to provide high quality provisions across the phases
- Matching staff expertise to the provisions they provide
- Tailoring the provision to the needs of the individual child
- Recognising and building on children's strengths to enhance confidence and engagement
- Working with external agencies to access specialist support
- Providing support for parents and carers to develop their own skills

Wider strategies

Wider strategies focus on addressing significant non-academic barriers to success in school, including attendance, behaviour, social and emotional support and poverty of language and experience. In our determination to ensure that all children succeed, we recognise the need for, and are committed to, providing completely individualised intensive provisions where needed to support children in times of crisis or increased vulnerability.

Monitoring and Evaluation

We continually monitor and evaluate the support provision. We ensure that:

- A wide range of data is used – attainment data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of teaching and learning, progress and provisions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Pupil Progress meetings follow each assessment point to review individual progress and identify next steps
- Provisions are time-limited and adapted or changed promptly if they are not effective
- Bespoke CPD and support is provided for teaching staff where required

- A six-weekly review takes place with Principal and Deputy Principal to evaluate provisions and impact
- The Principal and Deputy Principal maintain an overview of Pupil Premium spending

Reporting

Our Pupil Premium Strategy is published on our website and is available in hard copy format through the Academy office. It includes a review of the impact of quality first teaching, targeted academic support and wider strategies supporting the pupils over the last academic year.